

# Frank Augustus Miller Middle School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

#### Contact Information (Most Recent Year)

School Contact Information	
School Name	Frank Augustus Miller Middle School
Street	17925 Krameria Ave.
City, State, Zip	Riverside, CA 92504
Phone Number	(951) 789-8181
Principal	Cheryl Simmons
E-mail Address	casimmons@rusd.k12.ca.us
Web Site	
Grades Served	7-8
CDS Code	33672150119180

District Contact Information	
District Name	Riverside Unified
Phone Number	951-788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	rusd.k12.ca.us

#### School Description and Mission Statement (Most Recent Year)

At Frank Augustus Miller Middle school, we strive to ensure academic excellence. As well, we desire to see our students develop exemplary citizenship and leadership characteristics. Our commitment to excellence in these areas is demonstrated by our focus on incorporating the California State Standards into our daily instructional program, with a focus on growing well-rounded, contributing members of society. Students promoting from Miller should be prepared to succeed at the high school level and eventually, in college and careers. Academic growth is monitored throughout the school year using multiple forms of assessments and technology. Students are accountable to check their own grades on Aeries. Teachers maintain contact with parents and students using Haiku Webpages, Aeries portal, Progress Reports and grades to ensure that all students are successful. Miller students are also involved in a variety of clubs and activities including Dance Team, AVID, ASB, Peer Mediation, Color Guard, sports, jazz band, choir, arts and more.

Mission Statement: "Frank Augustus Miller Middle School prepares student to achieve academic excellence and become life-long learners who inquire, take risks in the pursuit of knowledge, and are compassionate in the classroom as well as throughout the community."

#### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	506
Grade 8	517
Total Enrollment	1,023

#### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	8.4
American Indian or Alaska Native	0.6
Asian	6.3
Filipino	3.3
Hispanic or Latino	37.8
Native Hawaiian or Pacific Islander	0.4
White	38.1
Two or More Races	3.3
Socioeconomically Disadvantaged	42.4
English Learners	4.8
Students with Disabilities	10.1
Foster Youth	1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	40	42	41	1855
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)		0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments *	0	1	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	89.5	10.5
All Schools in District	93.6	6.4
High-Poverty Schools in District	93.3	6.7
Low-Poverty Schools in District	95.0	5.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 10/2015

The table displays information collected in October 5, 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Language Arts 7 (Adopted in 2002): Holt Literature and Language Arts, Course 1; Holt, Rinehart & Winston Supplemental: Holt Handbook, Course 1 ; Holt, Rinehart & Winston Language Arts 8 (Adopted in 2002): Holt Literature and Language Arts, Course 2; Holt, Rinehart & Winston Supplemental: Holt Handbook, Course 2; Holt, Rinehart & Winston Language! (Adopted in 2002) ELD 1, 2, 3 (Adopted in 2009): Scholastic: READ 180/ System 44, Intensive Reading Intervention Program, Adopted September, 2010	Yes	0
<b>Mathematics</b>	Introduction to Algebra / Introduction to Algebra Concepts (Adopted in 2008) California Mathematics Course 2 – Pre-Algebra; Holt, Rinehart & Winston Pre-Algebra 8 / Pre-Algebra 8 Concepts (Adopted in 2008) California Algebra Readiness – Volumes 1-4; Holt, Rinehart & Winston Algebra 1 / Algebra 1 Concepts / Algebra 1B (Adopted in 2008) California Algebra 1; Holt, Rinehart & Winston Geometry (Adopted in 2008) California Geometry; Holt, Rinehart & Winston	Yes	0
<b>Science</b>	Life Science, Grade 7 (Adopted in 2007) Life Science; Holt Reinhart & Winston Physical Science, Grade 8 (Adopted in 2007) Focus on Physical Science; McDougal Littell	Yes	0
<b>History-Social Science</b>	World History, Grade 7 (Adopted in 2006) World History: Medieval to Modern Times: Holt CA Social Studies; Holt, Reinhart & Winston United States History, Grade 8 (Adopted in 2006) United States History: Independence to 1914: Holt CA Social Studies; Holt, Reinhart & Winston	Yes	0
<b>Foreign Language</b>	Spanish 1 (Adopted in 2004): Ven Conmigo! Holt Spanish Level 1, Holt Reinhart & Winston Pre-AP Spanish (Adopted 2009) Ven Conmigo! Nuevas Vistas Uno; Holt Reinhart & Winston.	Yes	0
<b>Visual and Performing Arts</b>	Yes	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 2009  
 Last modernized: 2011  
 Lot Size: 21.78 Acres  
 43 Permanent Classrooms  
 0 Relocatable Classrooms  
 Science/Technology Lab  
 Completely Air Conditioned  
 Library  
 Multi-Purpose Room  
 Outdoor Cafeteria

"Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review."

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities. Miller Middle School completed their school site inspection on 02/25/15.

Miller has a plant supervisor and a part-time custodial staff who along with other district personnel maintain the grounds and facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

#Work Orders = 527  
 Labor Hours = 1,415.60  
 Assessed Value of Work = \$64,556.60

## School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 02/25/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month in which data were collected: 02/25/15				
Overall Rating	Exemplary	Good	Fair	Poor
	X			

**B. Pupil Outcomes****State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

**California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	59	43	44
Mathematics	46	33	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Assessment Results - English Language Arts (ELA)****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	492	488	99.2	18	25	43	14
	8	529	518	97.9	12	27	43	17
Male	7		263	53.5	25	26	37	12
	8		274	51.8	19	28	40	13
Female	7		225	45.7	10	24	49	17
	8		244	46.1	5	25	47	22
Black or African American	7		42	8.5	17	33	45	5
	8		46	8.7	33	35	26	7
American Indian or Alaska Native	7		3	0.6	--	--	--	--
	8		3	0.6	--	--	--	--
Asian	7		34	6.9	9	9	47	35
	8		28	5.3	11	11	46	32
Filipino	7		13	2.6	8	15	54	23
	8		20	3.8	15	10	55	20
Hispanic or Latino	7		197	40.0	22	31	35	11
	8		182	34.4	10	32	44	14

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Native Hawaiian or Pacific Islander	7		1	0.2	--	--	--	--
	8		1	0.2	--	--	--	--
White	7		173	35.2	16	20	49	14
	8		214	40.5	12	24	46	18
Two or More Races	7		12	2.4	17	8	50	25
	8		20	3.8	0	15	45	40
Socioeconomically Disadvantaged	7		224	45.5	24	29	40	8
	8		205	38.8	13	34	40	13
Students with Disabilities	7		42	8.5	74	21	5	0
	8		48	9.1	56	31	13	0
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

#### CAASPP Assessment Results - Mathematics

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	492	490	99.6	24	33	24	18
	8	529	519	98.1	22	28	27	23
Male	7		264	53.7	27	30	25	17
	8		275	52.0	25	27	26	22
Female	7		226	45.9	20	37	24	19
	8		244	46.1	18	30	28	25
Black or African American	7		43	8.7	26	40	30	5
	8		46	8.7	46	20	28	7
American Indian or Alaska Native	7		3	0.6	--	--	--	--
	8		3	0.6	--	--	--	--
Asian	7		34	6.9	15	18	24	44
	8		28	5.3	21	4	29	46
Filipino	7		13	2.6	8	15	31	46
	8		20	3.8	5	25	30	40
Hispanic or Latino	7		198	40.2	29	38	21	11
	8		183	34.6	24	32	26	18

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Native Hawaiian or Pacific Islander	7		1	0.2	--	--	--	--
	8		1	0.2	--	--	--	--
White	7		173	35.2	20	32	26	22
	8		214	40.5	18	29	29	24
Two or More Races	7		12	2.4	17	33	25	25
	8		20	3.8	5	30	20	45
Socioeconomically Disadvantaged	7		225	45.7	32	36	21	11
	8		206	38.9	31	29	25	15
Students with Disabilities	7		42	8.5	81	17	2	0
	8		48	9.1	75	17	2	6
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

#### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	82	82	82	56	60	58	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	58
All Students at the School	82
Male	77
Female	87
Black or African American	58
American Indian or Alaska Native	--
Asian	82
Filipino	90
Hispanic or Latino	78
Native Hawaiian or Pacific Islander	--
White	87
Two or More Races	90
Socioeconomically Disadvantaged	33
English Learners	36
Students with Disabilities	75
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	15.90	24.90	41.80

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (Most Recent Year)

All parents are welcome and encouraged to participate and assist with school activities. We have active PTSA (Parent, Teacher, Student Association), School Site Council (SSC), and ELAC (English Learner Advisory Committee) groups that identify parent training needs and provide opportunities for parents to stay involved in the school community. Parents are encouraged to take an active role in their student's education by checking their planners, asking about class and homework, attending school events and maintaining ongoing communication with the school.

The school website keeps parents informed about school events and parent meetings. Aeries and Haiku provide parents with immediate access to student grades, assignments, and attendance records. Teachers also send home progress reports every four

weeks to ensure parents are kept abreast of their student's academic performance. The ParentLink automated calling system is used to inform parents of student progress and school events.

The following contacts can be reached via Miller's main office phone line (951) 789-8181:

- Principal: Cheryl Simmons
- Assistant Principal: Mark Shaw
- PTSA President: Kileen Sartin
- ELAC: Mark Shaw
- School Site Council: Cheryl Simmons
- Counselors: Michael Toner, Erin Tavaliongne
- Parent Involvement: Cheryl Simmons, Mark Shaw

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	3.69	5.58	5.51	4.82	4.50	4.37	5.07	4.36	3.80
<b>Expulsions</b>	0.38	0.10	0.00	0.25	0.18	0.22	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	73.3

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	13	18	12	26	12	13	19	27	10	16	13
Mathematics	29	5	10	19	27	9	11	17	28	7	18	12
Science	32	2	9	19	31	4	6	22	30	3	10	20
Social Science	33	2	5	22	31	4	7	21	30	4	13	17

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0.9	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	2	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5,567	1,086	4,481	74,300
District	N/A	N/A	\$4,709	\$79,035
Percent Difference: School Site and District	N/A	N/A	-7.1	-16.6
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-18.2	-9.7

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2014-15)**

Frank Augustus Miller Middle School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$12,054 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,695	\$43,165
Mid-Range Teacher Salary	\$73,295	\$68,574
Highest Teacher Salary	\$95,855	\$89,146
Average Principal Salary (Elementary)	\$119,572	\$111,129
Average Principal Salary (Middle)	\$126,482	\$116,569
Average Principal Salary (High)	\$137,354	\$127,448
Superintendent Salary	\$239,574	\$234,382
Percent of Budget for Teacher Salaries	41%	38%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2014-15)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

\* Cells with N/A values do not require data. Where there are student course enrollments.

**Professional Development (Most Recent Three Years)**

Before determining staff development needs, the school administrators, district and teachers analyze data from a variety of sources, including assessment scores and grades, combined with identified areas for instructional focus. Based on these findings, goals and objectives that include the instructional priorities are created for use schoolwide and in departments. These priorities then become the focus of the staff development provided by site teachers, administrators, and district specialists.

Classroom walk-through and teacher requests determine the professional development needs of individual teachers and departments, as do informal needs assessments. All staff members at Miller have participated in a wide variety of staff development training on the instructional shifts required for the California State Standards and schoolwide consistent practices. In addition, all departments work in Professional Learning Communities to align teaching with content standards at the appropriate level of rigor for the grade level. As well, site administrators provide feedback and direction to teachers regarding next steps for using research-based instructional strategies. Miller teachers have also participated in RUSD instructional committees, other workshops and training sponsored by the school district. The major topics covered during school and district based training include:

During 2013-14:

- Alignment of teacher practice to the instructional shifts demanded by the Common Core State Standards
- Alignment of instruction to match the rigor of the Common Core State Standards
- Alignment of pacing of units of study
- Determining essential standards and plan based on pacing guides
- Training and modeling regarding how to use AVID Strategies for Reading, Inquiry, Collaboration, Organization and Writing (WICOR)
- Analysis of data to identify what students needed to learn, if they learned and next steps for learning
- Establishment of daily schedules and classroom routines that maximize instruction
- Focusing lessons on the higher levels of Bloom's Taxonomy and Depth of Knowledge
- Organizing lessons to follow the design elements of good first teaching
- Implementation of strategies from Schlechty's Design Qualities of Engaging Student Work to incorporate active participation techniques
- Implementation of Marzano's high yielding instructional strategies
- Development of interventions which include pre and re-teaching, extended learning and use of technology for acceleration and review
- Designing differentiated instruction for advanced and under-performing students
- Use of technology to promote equity with questioning
- Instruction on how to use technology, such as Google Docs, as a tool for the submission of student work products
- Use of appropriate SDAIE strategies

During 2014-15:

- Implementation of Essential Questions (an AVID strategy)
- Use of Claim, Reason, and Evidence (CRE) in all content areas
- Increase of technology integration strategies
- Analysis of data from SBAC state assessments
- Review of classroom agreements school-wide